

Farmersville Intermediate School  
Campus Plan 2011 - 2012

Campus Improvement Committee Members

|                          |                              |
|--------------------------|------------------------------|
| <b>Hazel Johnson</b>     | <b>Principal</b>             |
| <b>Sheri Rodgers</b>     | <b>Librarian</b>             |
| <b>Toni Gill</b>         | <b>Teacher</b>               |
| <b>Dru Vamvakas</b>      | <b>Teacher</b>               |
| <b>Marcia Carrithers</b> | <b>Teacher (Special Ed.)</b> |
| <b>Janet Johnson</b>     | <b>Teacher (Title 1)</b>     |
| <b>Amy Ayers</b>         | <b>Teacher</b>               |
| <b>Angelia Moses</b>     | <b>Teacher</b>               |
| <b>Beth Wetton</b>       | <b>Teacher (ESL)</b>         |
| <b>Samantha Bagwill</b>  | <b>Paraprofessional</b>      |
| <b>Jane Harrison</b>     | <b>Community Member</b>      |
| <b>Mike Cook</b>         | <b>Community Member</b>      |
| <b>Angel Lindamood</b>   | <b>Parent</b>                |
| <b>Karen Haas</b>        | <b>Parent</b>                |
| <b>Amanda Wilkinson</b>  | <b>Parent</b>                |
| <b>Sayra Rojas</b>       | <b>Parent</b>                |

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**Mission Statements**

- **Vision Statement**

**Realizing that each student is unique, Farmersville Intermediate School will strive to guide and educate every student in our school system to be a lifelong learner and a productive citizen in a constantly changing world.**

- **Purpose Statement**

**Farmersville ISD will provide a well-rounded, quality education in a safe and orderly learning environment for all students. Each student, teacher, and administrator shall be expected to strive for excellence in all aspects of the curriculum.**

**The mission of Farmersville ISD is to provide students with opportunities for growth and proper development in social and academic skills. Our staff will strive for a courteous, positive, warm environment enriched with parental and community involvement. We are committed to building confidence in the student body while providing instructional leadership that will guide our youth to be successful in learning and to become responsible citizens.**

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**Essential Components of School-Wide Assistance Programs**

Title I has a clear goal--enabling participating children to meet challenging State content and performance standards. To meet this goal, **section 1115(c)** requires that each targeted assistance program include certain components that research suggests are essential to any high-functioning program. Corresponding components will be denoted by each item entry.

Under Section 1115(c), a school wide assistance program includes the following 10 components. It must--

1. Use Part A resources to **help participating children meet the State's student performance standards expected for all children.**

In order to do this, programs must:

2. Be based on **effective means for improving achievement** of children.
3. Ensure that **planning** for participating students is incorporated into existing school planning.

4. Use **effective instructional strategies** that--

- Give primary consideration to providing extended learning time such as an extended school year, before- and after-school, and summer programs and opportunities.
- Help provide an accelerated, high-quality curriculum.
- Minimize removing children from the regular classroom during regular school hours for Part A instruction.

5. **Coordinate with and support the regular education program**, which may include--

- Counseling, mentoring, and other pupil services.
- College and career awareness and preparation.
- Services to prepare students for the transition from school to work.
- Services to assist preschool children's transition to elementary school.

6. Provide instruction by **highly qualified staff**.

7. Provide **professional development** opportunities with Part A resources, and other resources, to the extent feasible, for administrators, teachers,

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and other school staff who work with participating children.

8. Provide strategies to increase **parental involvement**, such as family literacy services.

9. Provide activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.

10. Coordination and integration of federal, state and local services and programs

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Comprehensive Needs Assessment

|   |                        |                        |                |               |                  |  |
|---|------------------------|------------------------|----------------|---------------|------------------|--|
| <p><b>Campus Profile:</b> Grade Span: Grades 2-5<br/>Campus accountability status: Exemplary<br/>2009-2010 PEIMS data:<br/>Campus enrollment: 449<br/>Enrollment by Ethnicity: Am. Indian – 54 – 12%<br/>Asian – 7 – 1.56%<br/>African American – 17 – 3.78%<br/>Hispanic – 138 – 36.67%<br/>White – 381 – 84.67%</p> <p>EcoDis: 53%<br/>LEP: .07%</p>  |                        |                        |                |               |                  |  |
| <p><b>Data Reviewed:</b></p> <table><tr><td>2009-2010 PEIMS</td><td>2010-2011 TPRI results</td></tr><tr><td>2011 TAKS data</td><td>2011 AYP data</td></tr><tr><td>2011 TELPAS data</td><td></td></tr></table>   | 2009-2010 PEIMS        | 2010-2011 TPRI results | 2011 TAKS data | 2011 AYP data | 2011 TELPAS data |  |
| 2009-2010 PEIMS   | 2010-2011 TPRI results |                        |                |               |                  |  |
| 2011 TAKS data  | 2011 AYP data          |                        |                |               |                  |  |
| 2011 TELPAS data  |                        |                        |                |               |                  |  |
| <p><b>Findings/Conclusions:</b></p> <p>While campus enrollment decreased, the Economically Disadvantaged population continued to increase.</p> <p>Science TAKS passing rate for Hispanic and EcDis subgroups increased indicating the positive impact of use of science-based materials and targeted tutoring.</p> <p>Reading and math TAKS passing rates indicate the positive impact of targeted intervention, especially for the Hispanic and EcDis subgroups.</p> |                        |                        |                |               |                  |  |
| <p><b>Strengths:</b></p> <p>100% HQ teachers<br/>Instructional impact of Title I, Part A teachers and paraprofessionals<br/>Spanish-speaking paraprofessional on campus to translate for students and</p>   |                        |                        |                |               |                  |  |

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parents

Percent of All students and all subgroups who met standard in reading and writing is at the exemplary level.

**Weaknesses:**

TAKS results for EcDis students passing are lower than 90% in math and science.

TAKS results for Hispanic students is lower than 90% met standard in math and science.

**Identified Needs:**

Spanish-speaking paraprofessional to serve as translator for parents and students and to tutor at-risk LEP students.

Continue to tutor at-risk students in reading and math utilizing science-based activities.

Computer-based programs and personnel to facilitate accelerated learning of at-risk students.

Accelerated instruction and targeted intervention for math and reading.

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Goal 1: Successful student performance on the state STAAR tests to achieve a designation of “Performance Meets 2011 Standards.”

Reading Objectives:

**Farmersville Intermediate School**

- will achieve a 90% passing rate for all students in reading.
- will achieve a 90% passing rate for African American students in reading.
- will achieve a 90% passing rate for Hispanic students in reading.
- will achieve a 90% passing rate for white students in reading.
- will achieve a 90% passing rate for economically disadvantaged students in reading.
- will achieve a 90% passing rate for limited English proficient students in reading.
- will have 90% of special education students meet ARD recommendation criteria.
- will have 25% commended for all students and EcoDis students.

Math Objectives:

**Farmersville Intermediate School**

- will achieve a 90% passing rate for all students in math.
- will achieve a 90% passing rate for African American students in math.
- will achieve a 90% passing rate for Hispanic students in math.
- will achieve a 90% passing rate for white students in math.
- will achieve a 90% passing rate for economically disadvantaged students in math.
- will achieve a 90% passing rate for limited English proficient students in math.
- will have 90% of special education students meet ARD recommendation criteria.
- will have 25% commended for all students and EcoDis students.

Writing Objectives:

**Farmersville Intermediate School**

- will achieve a 90% passing rate for all students in writing.
- will achieve a 90% passing rate for African American students in writing.
- will achieve a 90% passing rate for Hispanic students in writing.
- will achieve a 90% passing rate for white students in writing.
- will achieve a 90% passing rate for economically disadvantaged students in writing.
- will achieve a 90% passing rate for limited English proficient students in writing.

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- **will have 90% of special education students meet ARD recommendation criteria.**
- **will have 25% commended for all students and EcoDis students.**

Science Objectives:

**Farmersville Intermediate School**

- **will achieve a 90% passing rate for all students in science.**
- **will achieve a 90% passing rate for African American students in science.**
- **will achieve a 90% passing rate for Hispanic students in science.**
- **will achieve a 90% passing rate for white students in science.**
- **will achieve a 90% passing rate for economically disadvantaged students in science.**
- **will achieve a 90% passing rate for limited English proficient students in science.**
- **will have 90% of special education students meet ARD recommendation criteria.**
- **will have 25% commended for all students and EcoDis students.**

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State Compensatory Education Funds:

FTE: 1.0

| Strategy   | Person(s) Responsible   | Resources   | Formative Evaluation   | Timeline                    | Summative Evaluation  | Title 1 Component        |
|--|---|---|--|-----------------------------|---|--------------------------|
| <b>1.1 Provide in-school, before school, and after-school tutorials for students who are failing or who are at-risk of failing.</b>                                      | <b>Principal Teachers</b>   | <b>State Comp Ed Funds \$2000</b>   | <b>Progress reports Report Cards</b>   | <b>Every 6 weeks</b>        | <b>STAR results, End of year grades AYP results TPRI results ITBS Scores Six week Results</b> | <b>Component 1,3,4,9</b> |
| <b>1.2 Provide intensive/accelerated instruction during school day for students who qualify (see Addendum A for selection criteria).</b>                                 | <b>Principal Janet Johnson (Title teacher) M. Hemby and F. Wooten (Title I Teachers) Title I Paraprofessional, H.Harris</b> | <b>Title I Part A \$50,034<br/><br/>Title 1 Part A \$40,300<br/><br/>Title 1, Part A \$16,397</b> | <b>TAKS Practice test results Teacher observation Benchmarks Report Cards</b>              | <b>On-going</b>             | <b>STAAR results TPRI results ITBS Scores Six week Results</b>                                | <b>Component 1,3,9</b>   |
| <b>1.3 Provide research based staff development on instructional strategies and teaching practices that enhance success of at-risk students and special populations.</b> | <b>Principals; Curriculum Director; Technology Director</b>   | <b>Region X ESC; Local Funds</b>  | <b>Staff development attendance; Progress reports; Report cards; Benchmark Assessments</b> | <b>August-July On-going</b> | <b>STAAR scores; Staff Development certificates; Sign-in sheets</b>                           | <b>Component 4,10</b>    |
| <b>1.4 MeVile to Weville program used to bridge gap for non-speakers.</b>  | <b>Principal Special Ed Teacher</b>   | <b>Special Ed Funds</b>   | <b>Lesson Plans Report Card Benchmarks</b>   | <b>On-going</b>             | <b>STAAR</b>  | <b>Component 9</b>       |
| <b>1.5 Continue pullout Program for GT students.</b>   | <b>Mary Patterson, teacher</b>  | <b>Local Funds and State GT Funds</b>   | <b>Lesson Plans</b>  | <b>On-going</b>             | <b>STAAR scores</b>   | <b>Component 2,3</b>     |
|  |   |   |  |                             |   |                          |

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| Strategy  | Person(s) Responsible   | Resources                                | Formative Evaluation   | Timeline                                | Summative Evaluation                                      | Title 1 Component                 |
|---|---|--|--|---|---|-----------------------------------|
| <b>1.6 Give STAAR pre-assessment (covering designated TEKS) to 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students.</b> | <b>Principal<br/>3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup><br/>Teachers<br/>Curr. Director</b> | <b>Local funds</b>                       | <b>Pre-assessment scores.</b>  | <b>6 weeks</b>                          | <b>TAKS scores</b>  | <b>Component 1,8,9</b>            |
| <b>1.7 Utilize Study Island for tutorials and testing in STAAR format.</b>  | <b>Principals<br/>Teachers</b>  | <b>Local Funds</b>                       | <b>Teacher lesson plans; District benchmarks; Report cards</b>           | <b>Aug. 2010 -July 2011</b>             | <b>PBMAS report; TAKS results; AYP report</b>             | <b>Component 10</b>               |
| <b>1.8 Provide Outdoor Science Lab to enrich student understanding of earth science TEKS.</b>   | <b>Administration<br/>Science Lab<br/>Teacher<br/>Principal</b>   | <b>Local Funds</b>                       | <b>Lesson Plans<br/>Progress Reports<br/>Report Cards</b>                | <b>On-going</b>                         | <b>TAKS results</b>                                       | <b>Component 2,9</b>              |
| <b>1.9 Use Math Facts in a Flash and personnel to facilitate accelerated learning of at risk students.</b>                            | <b>Teachers<br/>Principal</b>   | <b>Local Funds</b>                       | <b>Program Assessment Scores</b>   | <b>On-going</b>                         | <b>TAKS scores<br/>ITBS</b>                               | <b>Component 9,10</b>             |
| <b>1.10 Use Kamico math; Gourmet Reading, TAKS Coach, Breaking the Code, Mentoring Minds, and TEKSing toward TAKS.</b>                | <b>2<sup>nd</sup>, 3<sup>rd</sup>,<br/>4<sup>th</sup>,and 5<sup>th</sup><br/>Teachers</b>               | <b>Local funds</b>                       | <b>Progress Reports<br/>Report Cards</b>                                 | <b>3 weeks<br/>6 weeks</b>              | <b>TAKS scores<br/>Six Weeks Scores</b>                   | <b>Component 1,4,9</b>            |
| <b>1.11 Maintain LEAP in grades 2-5</b>   | <b>Principal,<br/>Special Ed<br/>director, SpEd<br/>teacher</b>   | <b>Local funds,<br/>Special Ed funds</b> | <b>Class Roster,<br/>IEP's</b>   | <b>August –<br/>May</b>                 | <b>Annual ARD's and<br/>assessments</b>                   | <b>Component<br/>1,2,3,8,9,10</b> |
| <b>1.12 Provide Science Lab and Experiment Sessions during Rotation Period.</b>   | <b>Teacher,<br/>Principal,<br/>Curriculum<br/>Director</b>  | <b>Local Funds</b>                       | <b>Lesson Plans<br/>Progress reports<br/>Report Cards<br/>Benchmarks</b> | <b>Fall and<br/>Spring<br/>Semester</b> | <b>TAKS scores<br/>Six Weeks Scores<br/>Science exams</b> | <b>Component 3,9</b>              |
| <b>1.13 Align Science curriculum and science lab experiments.</b>   | <b>Teachers<br/>Principal<br/>Curriculum<br/>Director</b>   | <b>Local Funds</b>                       | <b>Lesson Plans<br/>Progress reports<br/>Report Cards<br/>Benchmarks</b> | <b>Fall and<br/>Spring<br/>Semester</b> | <b>TAKS scores<br/>Six Weeks Scores<br/>Science exams</b> | <b>Component 3,9</b>              |
| <b>1.14 Vertical Team Alignment for Grades K-5</b>  | <b>Teachers<br/>Principals<br/>Curr. Director</b>   | <b>Local Funds</b>                       | <b>Minutes<br/>Lesson Plans</b>  | <b>On-going</b>                         | <b>TAKS scores<br/>TPRI<br/>ITBS</b>                      | <b>Component 3,4,5</b>            |

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| Strategy   | Person(s) Responsible   | Resources                          | Formative Evaluation  | Timeline  | Summative Evaluation  | Title 1 Component       |
|--|---|------------------------------------|---|---|---|-------------------------|
| <b>1.15 Mountain Math and Language program for drill practice</b>  | <b>Principal<br/>Special Ed<br/>Teacher</b>   | <b>Special Ed Funds</b>            | <b>Lesson Plans<br/>Report Card<br/>Benchmarks</b>  | <b>On-going</b>                                       | <b>TAKS scores<br/>TPRI<br/>ITBS</b>                              | <b>Component 9</b>      |
| <b>1.16 Update and utilize scope and sequence along with Webcat to ensure mastery of TAKS objectives.</b>  | <b>Curriculum<br/>Director;<br/>Principal;<br/>Teachers;</b>                                | <b>Local funds</b>                 | <b>Teacher lesson<br/>plans and district<br/>benchmarks</b>   | <b>On-going</b>                                       | <b>TAKS scores; ITBS<br/>and TPRI results; and<br/>benchmarks</b> | <b>Componet 1,2,8,9</b> |
| <b>1.17 Provide GT training for current Intermediate teachers</b>  | <b>Campus<br/>Administrators;<br/>Curriculum<br/>Director</b>                               | <b>Region X ESC</b>                | <b>Training;<br/>Alignment with<br/>TEKS;<br/>Identification and<br/>Placement<br/>practices</b>                              | <b>Summer<br/>2010<br/>Ongoing</b>                    | <b>Training Certificates</b>                                      | <b>Component 3,4</b>    |
| <b>1.18 Provide RTI training for regular ed teachers to equip them with pre-referral intervention strategies to utilize with students with academic needs.</b> | <b>Special Ed<br/>staff;<br/>Campus<br/>administrators<br/>;<br/>Classroom<br/>teachers</b> | <b>Special Ed dept.</b>            | <b>Training<br/>meetings;<br/>informal<br/>principal<br/>observations;<br/>number of<br/>special ed and<br/>504 referrals</b> | <b>August-<br/>October<br/>Training;<br/>On-going</b> | <b>TAKS M<br/>TAKS ALT.</b>                                       | <b>Component 1,4</b>    |
| <b>1.19 Writing Across the Curriculum continued at all campuses in all subject areas</b>   | <b>Curriculum<br/>Director;<br/>All teachers;<br/>Principals</b>                            | <b>Local funds</b>                 | <b>Alignment with<br/>TEKS;<br/>Lesson Plans;<br/>Assessments</b>   | <b>Sept. -<br/>May</b>                                | <b>Lesson Plans;<br/>ELA TAKS scores</b>                          | <b>Component 2</b>      |
| <b>1.20 Staff development on modifications to use in the regular classroom for LEP students in grades K-8.</b>   | <b>Curriculum<br/>Director;<br/>Campus<br/>Administrators</b>                               | <b>Region X ESC;<br/>ESL staff</b> | <b>Sign-in sheets for<br/>meetings;<br/>Benchmark<br/>assessments;<br/>Lesson plans<br/>with<br/>modifications<br/>noted</b>  | <b>Fall 2011</b>                                      | <b>Lesson plans with<br/>modifications noted</b>                  | <b>Component 1,4,9</b>  |

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| Strategy   | Person(s) Responsible                                      | Resources   | Formative Evaluation   | Timeline                   | Summative Evaluation                           | Title 1 Component  |
|--|--|---|--|----------------------------|--|--------------------|
| <b>1.21 Continue STAAR support to provide remediation to students who were unsuccessful in Math and ELA TAKS.</b>  | Administrators<br>TAKS Math,<br>ELA teachers               | Local Funds   | Local benchmarks results; report card grades   | August – July 2011-2012    | Math TAKS scores<br>ELA TAKS scores            | Component 4,9      |
| 1.22 Support special education students through inclusion, resource program, Learning lab, Title 1, and other related services.  | Administrator,<br>SpEd teachers;<br>Classroom teachers     | Local Funds   | Informal Observations;<br>Progress reports,<br>Report cards;<br>Content mastery Log      | ARD meetings dates/minutes | TAKS assessments;<br>TAKS-M assessments        | Component 9        |
| 1.23 Eduphoria PDAS used to evaluate instruction   | Administrators<br>,<br>Principal.<br>Teaching Staff        | Local Funds   | Walk-throughs<br>Observations  | On-going                   |  | Component 3,4      |
| 1.24 Provide professional development in the areas of GT, Dyslexia, ESL, STAAR preparation, at-risk students, and incorporating technology and modifications in lessons. | Principal<br>Teachers                                      | Region X<br>Title I funds<br>Title II funds (part D)<br>Title III funds | Staff development training logs<br>Informal observations<br>Lesson plans<br>Certificates | On-going                   | Lesson Plans<br>Teacher Self-Evaluation report | Component 4,5      |
| 1.25 Provide Linda Mood Bell and Multisensory Teaching Approach programs for students qualifying for the dyslexia program.   | Curriculum director,<br>principals,<br>dyslexia teacher    | SCE funds<br>\$31,489   | Benchmark assessments; AR reading level  | On-going                   | TAKS scores<br>Lesson plans                    | Component 3,4,9    |
| 1.26 Provide remediation/intervention for at-risk students (see Addendum B for at-risk criteria.)  | Title 1 staff,<br>ESL staff,<br>Teachers, and<br>Principal | Local funds   | Progress Reports<br>IRI assessment<br>Report Cards                                       | On-going                   | TAKS scores                                    | Component 1,3,9,10 |
| 1.27 Utilize Write from the Beginning for all students in grades 2-5.  | Curriculum Director;<br>All teachers;<br>Principals        | Local funds   | Alignment with TEKS;<br>Lesson Plans;<br>Assessments                                     | On-going                   | Teacher Observations<br>Benchmarks , TAKS      | Component 2,9      |

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| Strategy  | Person(s) Responsible   | Resources     | Formative Evaluation   | Timeline                  | Summative Evaluation  | Title 1 Component |
|---|---|---------------|--|---------------------------|---|-------------------|
| 1.28 Provide Inclusion classes for Special needs students.  | Curriculum Director<br>Principals                                   | Local funds   | Special Education teachers, paraprofessionals                    | On-going                  | TAKS<br>ITBS<br>Report Cards  |                   |
| 1.29 Train teachers in strategies using technology through research-based technology training.  | Director of Technology  | Local Funds;  | Lesson plans; workshop participation                             | January-<br>July          | Lesson Plans  | Component 1,3,5   |
| 1.30 Purchase and provide training of the Aware online program to disaggregate data to personalize instruction for at-risk students.                            | Curriculum Director;<br>Campus administrator, teachers & counselors | Local Funds   | Sign-in sheets for training; Evidence of disaggregated data      | Training-<br>On-going use | TAKS results;<br>RPTE results   | Component 1,8,9   |
| 1.31 Teacher to continue to tutor at-risk students in reading and math utilizing science-based activities.  | Campus administrator, science teachers                              | Title 1 Funds | Attendance sheets  | On-going                  | Benchmark data, 2009– 2010PEIMS<br>2010 TAKS data<br>2010 TELPAS data | Component 1,9     |
| 1.32 Provide intensive/accelerated instruction during the school day for students in academic need in grades K-8 (see individual plans for selection criteria). | Principal, Title I teacher; ARI teacher                             | Local Funds   | Benchmark assessments; Mid-year TPRI administration Report Cards | August –<br>June          | TPRI results; TAKS scores; ITBS                                       | Component 1,3,9   |
| 1.33 Provide all students with TEKS based instruction for all subject areas.  | Principal Teachers  | Local funds   | Lesson Plans   | On-going                  | Lesson Plans<br>TAKS scores   | Component 1,3     |

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| Strategy   | Person(s) Responsible                      | Resources     | Formative Evaluation                               | Timeline                           | Summative Evaluation  | Title 1 Component  |
|--|--|---------------|--|------------------------------------|---|--------------------|
| 1.34 Provide annual updates/training for special education teachers.   | Principal<br>Sp. Education Teachers        | Region X      | Sign in sheets<br>Principal observations           | Training as scheduled              | Training completion, ARD minutes & IEP records                      | Component 4        |
| 1.35 Provide charms and certificates for Honor Roll, citizenship, and student success.                                       | Principal Teachers                         | Local Funds   | Report Cards<br>Semester Grades<br>Conduct Reports | 6 weeks<br>Semester<br>End of Year | TAKS scores   |                    |
| 1.36 Use the PLORE analytical method for Reading in the 2 <sup>nd</sup> - 5 <sup>th</sup> grade.                             | 2 <sup>nd</sup> - 5 <sup>th</sup> Teachers | Local funds   | Progress Reports<br>Report Cards                   | 3 weeks<br>6 weeks                 | TAKS scores<br>TPRI scores  | Component 2        |
| 1.37 Use Cube-C analytical method for math problem solving in grades 2 <sup>nd</sup> - 5 <sup>th</sup> .                     | 2 <sup>nd</sup> - 5 <sup>th</sup> Teachers | Local funds   | Progress Reports<br>Report Cards                   | 3 weeks<br>6 weeks                 | TAKS scores<br>TPRI scores  | Component 2        |
| 1.38 Incorporate technology to increase student proficiency and student centered learning across the TEKS with Learning.com. | 2 <sup>nd</sup> - 5 <sup>th</sup> Teachers | Local funds   | Progress Reports<br>Report Cars                    | On-going                           | Lesson Plans  | Component 9        |
| 1.39 K-8 classroom teachers will teach the state and district adopted technology applications curriculum.                    | Principals,<br>Teachers                    | Local funds   | Lesson Plans                                       | On-going                           | Teacher observation<br>Student Projects                             | Component 3,9      |
| 1.40 Provide reading/math enrichment during summer to facilitate student fluency in both math and reading.                   | Principal Librarian<br>Teacher             | Title 1 Funds | AR Reports<br>Computer Program documentation       | June 2012                          | AR Reports<br><br>Individual Student reports from computer program. | Component 1,2,3,9  |
| 1.41 Title 1 Para will provide intensive/accelerated instruction during the school day for students with academic needs.     | Principal,<br>Title 1 Para-professional    | Title 1 Funds | Benchmarks   | Aug - May                          | STAAR, ITBS, TPRI,  | Components 1,2,4,9 |

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| Strategy  | Person(s) Responsible                        | Resources                | Formative Evaluation                                 | Timeline              | Summative Evaluation                       | Title 1 Component |
|---|--|--------------------------|--|-----------------------|--|-------------------|
| 1.42 Provide Thinking Maps training to facilitate organizational skills.  | Teachers<br>Principal                        | Local Funds              | Sign-in sheets for meeting;<br>Benchmark assessments | Fall 2011             | Lesson Plans                               | Component 4       |
| 1.43 Maintain full-time ESL teachers.   | Principal                                    | Local Funds              | Employment records                                   | On-going              | Employment records                         | Component 3       |
| 1.44 Staff development on modifications to use in the regular classroom for LEP students.   | Curriculum director,<br>principal            | Local Funds              | Sign-in sheets for meeting;<br>Benchmark assessments | On-going              | Lesson plans                               | Component 1,4     |
| 1.45 Utilize the Accelerated Reader program for all students.   | Teachers<br>Librarian                        | Local funds              | AR tests scores<br>Check out logs                    | 6 weeks               | TAKS scores Annual book circulation report | Component 1       |
| 1.46 Students use a variety of strategies to acquire information from electronic resources with appropriate supervision.                    | Technology Director,<br>Teachers             | Local funds              | Teacher observation,<br>Alignment with TEKS          | On-going              | Lesson Plans                               | Component 1,9     |
| 1.47 Utilize Reading Eggs for Early Fluency Intervention.   | Principal<br>Teachers                        | Local Funds              | Program Assessments<br>Sign In Sheets                | On going              | ITBS, TAKS, Benchmarks                     | Component 1,9     |
| 1.48 Utilize Rosetta Stone to bridge gap between Spanish and English for ESL students.  | Administrative staff;<br>FISD academic staff | Local Funds              | Teacher lesson plans;<br>IEPs;<br>Report cards       | Aug. 2011 – June 2012 | RTPE                                       | Component 1,9     |
| 1.49 Offer remedial help before and during school using Read Naturally, Math Facts in a Flash, Reading Eggs, and Handwriting without Tears. | Principal<br>Teachers                        | Local Funds              | Assessment Reports,<br>Benchmarks                    | On-going              | TAKS Scores                                | Component 1,9     |
| 1.50 Provide Spanish speaking Para-professional to serve as translator for parents and students and tutor at-risk LEP students.             | Curriculum Director<br>Principal             | State ESL<br>Local Funds | Para-professional employed                           | August – June         | Para-professional employed                 | Component 1,4,6   |

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| Strategy  | Person(s) Responsible                    | Resources          | Formative Evaluation                       | Timeline            | Summative Evaluation               | Title 1 Component       |
|---|--|--------------------|--|---------------------|------------------------------------|-------------------------|
| <b>1.51 Establish Valuable Intermediate Patrol (VIP) to foster Farmer pride. Provide Mentoring Program and Best Friends Forever to facilitate a sense of belonging.</b> | <b>Principal Teachers</b>                | <b>Local Funds</b> | <b>Observations<br/>Discipline reports</b> | <b>August – May</b> | <b>Student participation</b>       | <b>Component 10</b>     |
| <b>1.52 Provide opportunity for Master Meteorologist, Physics Phair, Bird Watching Stations, Compost Critters, and Amphibian Watch Club.</b>                            | <b>Science Teacher<br/>Administrator</b> | <b>Local Funds</b> | <b>Student/Parent Input</b>                | <b>On-going</b>     | <b>Research Data</b>               | <b>Component 1,3,10</b> |
| <b>1.53 Provide opportunities for non-speaking students to communication using sign language.</b>   | <b>Special Ed Teacher</b>                | <b>Local Funds</b> | <b>Observation</b>                         | <b>On-going</b>     | <b>Observation of student use.</b> | <b>Component 1,2,8</b>  |

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Goal 2: By 2011-2012, all students will be taught by highly qualified teachers.

Objective:

**Farmersville Intermediate School**

- will recruit and maintain highly qualified teachers.
- 

**State Compensatory Education Funds**

| Strategy   | Person(s) Responsible                                      | Resources                     | Formative Evaluation                         | Timeline                              | Summative Evaluation                                  | Title 1 Component    |
|--|--|-------------------------------|--|---------------------------------------|---|----------------------|
| 2.1 Recruit certified teachers at area job fairs and hire only certified teachers when possible.                       | Superintendent<br>Curriculum Director<br>Principal         | Local funds                   | Number of certified applicants               | Spring and summer 2011                | Number of newly hired certified personnel             | Component 5          |
| 2.2 Provide support to new teachers through mentors and grade level meetings.  | Curriculum Director  | Title I funds;<br>Local funds | Number of Teachers in attendance K-5         | On-going                              | Number of new teachers retained by district K-5       | Component 1,5,7      |
| 2.3 Provide teachers in need of additional certification with TExES administration dates and registration information. | Curriculum Director;<br>Inappropriately certified teachers | Local funds                   | Number of TExES registrations for FISD staff | Fall and Spring TExES administrations | TExES tests passed; Certificates received             | Component 5          |
| 2.4 Provide Inclusion classes for special needs students.  | Curriculum Director,<br>Principal                          | Local Funds                   | Teacher Schedules, IEPs                      | On-going                              | Class Schedules                                       | Component 1,2,8,9,10 |
| 2.5 Provide professional development based on performance data and teacher input.                                      | Curriculum Director,<br>Principal,<br>Teacher              | Local Funds                   | Teacher sign-in sheets                       | On-going                              | Sign in Sheets, Professional development certificates | Component 1,2,3,4,5  |

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Goal 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Objective:

**Farmersville Intermediate School**

- will maintain zero incidents of tobacco, alcohol, drug, and violence in 2011-2012.
- will maintain safety with district crisis management plan.

**State Compensatory Education Funds**

**FTE: .25**

| <b>Strategy</b>   | <b>Person(s) Responsible</b>                | <b>Resources</b>      | <b>Formative Evaluation</b>                              | <b>Timeline</b>          | <b>Summative Evaluation</b>                              |
|---|---|-----------------------|--|--------------------------|--|
| <b>3.1 Continue to monitor and enforce the District's Student Code of Conduct.</b>                    | <b>Principal</b>                            | <b>Local Funds</b>    | <b>Number of discipline referrals</b>                    | <b>As needed</b>         | <b>Number of discipline referrals</b>                    |
| <b>3.2 Provide ISS, AEP, JJAEP, and BAU placement services.</b>                                       | <b>Principal<br/>ISS teacher</b>            | <b>SCE funds</b>      | <b>Number of referrals to ISS, AEP, and JJAEP</b>        | <b>On-going</b>          | <b>Annual report for students placed in ISS and AEP.</b> |
| <b>3.3 Maintain SSA with Princeton ISD to provide an AEP facility</b>                                 | <b>Principal<br/>AEP staff</b>              | <b>SCE funds</b>      | <b>Number of referrals to AEP</b>                        | <b>On-going</b>          | <b>Annual report for students placed in AEP</b>          |
| <b>3.4 Provide Drug Free curriculum and instruction for students, parents, and community members.</b> | <b>Principal<br/>Teachers<br/>Counselor</b> | <b>Title IV Funds</b> | <b>Copy of materials given out.<br/>Red Ribbon Week.</b> | <b>Once per semester</b> | <b>Title IV annual evaluation report (SDFSC)</b>         |

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| <b>Strategy</b>  | <b>Person(s) Responsible</b>                | <b>Resources</b>                         | <b>Formative Evaluation</b>  | <b>Timeline</b>             | <b>Summative Evaluation</b>   |
|--|---|--|--|-----------------------------|---|
| <b>3.5 Provide Fire Safety curriculum and instruction for students</b>   | <b>Principal<br/>Teachers<br/>Counselor</b> | <b>Fire department curriculum guides</b> | <b>Lesson plans</b>  | <b>Fall semester</b>        | <b>Lesson plans</b>   |
| <b>3.6 Conduct fire and crisis drills and continue to implement the district crisis management plan (This includes Intruder and Tornado)</b> | <b>Principal</b>                            | <b>Local Funds</b>                       | <b>Documentation of crisis drills</b>  | <b>On-going</b>             | <b>Incident Reports and drill documentation</b>                               |
| <b>3.8 Employ additional assistant principal for intermediate school campus</b>  | <b>Superintendent;<br/>FIS principal</b>    | <b>State SFSF Funds</b>                  | <b>Teacher Observations<br/>Discipline referrals;<br/>ISS referrals;<br/>AEP assignments</b> | <b>On-going</b>             | <b>Evaluation;<br/>Gun-Free Schools Report<br/>Safe and Drug-Free Schools</b> |
| <b>3.9 Provide Drug-Free Curriculum and Instruction for students and parents/community</b>   | <b>Counselors;</b>                          | <b>Local Funds</b>                       | <b>Number of participants in Red Ribbon Week and Drug Awareness Week</b>                     | <b>Monthly;<br/>6 weeks</b> | <b>Title IV Annual Evaluation Report (SDFSC)</b>                              |
| <b>3.10 Train CPI team for each campus.</b>  | <b>Campus administrators;<br/>CPI team</b>  | <b>Local Funds</b>                       | <b>Number completing CPI course</b>  | <b>On-going</b>             | <b>Number of occurs documented</b>  |

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Goal 4: All students will graduate from high school.

Objective:

**Farmersville Intermediate School**

- will monitor attendance of at-risk students.
- will monitor academic performance of at-risk students.

State Compensatory Education Funds:

FTE: .33

| Strategy   | Person(s) Responsible                                   | Resources                    | Formative Evaluation  | Timeline                         | Summative Evaluation                                | Title 1 Component |
|--|---|------------------------------|---|----------------------------------|---|-------------------|
| 4.1 Provide ISS and DAEP for students demonstrating inappropriate behavior.  | Principal   | SCE funds<br>Local Funds     | Discipline referrals<br>DAEP placements                         | On-going                         | Annual discipline report                            | Component 10      |
| 4.2 Monitor Attendance and student performance of at-risk students will be monitored. Examine retention rates of all students at each grade 4-5. | Teachers,<br>Counselor,<br>Principal                    | SCE Funds<br>Local Funds     | Progress reports,<br>Report cards, Failure rate, Retention rate | 3 weeks, 6 weeks and end of year | Annual retention rate, TAKS scores, attendance rate | Component 6       |
| 4.3 File truancy   | Principal   | Local Funds                  | Attendance records  | On-going                         | Attendance rates                                    | Component 6       |
| 4.4 Provide summer remediation for grades 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> .                            | Principal,<br>Teachers,<br>Counselor                    | Title I Funds<br>Local Funds | Number of retentions  | End of year                      | Number of retentions                                | Component 1, 4,9  |
| 4.5 Monitor progress of ESL students exited from ESL program.  | Principal,<br>ESL and classroom teachers                | Local funds                  | Progress reports,<br>Report cards                               | August – June                    | End of year grades, TAKS results                    | Component 9, 10   |
| 4.6 Provide mentors for students needing social and academic encouragement.  | All Staff Members                                       | Local funds                  | Progress reports,<br>Report cards                               | On-going                         | End of year grade reports                           | Component 3       |
| 4.7 Identify, provide, and monitor programs for 504 students.  | Principal,<br>Counselor,<br>Teacher,<br>504 Coordinator | Local funds                  | Progress reports,<br>Report cards                               | August – June                    | End of year grades, TAKS results                    | Component 9       |

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Goal 5: FIS will maintain or exceed the state standard of 96% attendance.

Objective:

- **FIS will maintain or improve a 96% attendance rate.**

| Strategy  | Person(s) Responsible     | Resources          | Formative Evaluation      | Timeline                | Summative Evaluation           | Component          |
|---|---------------------------|--------------------|---------------------------|-------------------------|--------------------------------|--------------------|
| <b>5.1 Provide certificates, incentives, and awards for perfect attendance.</b> | <b>Principal Teachers</b> | <b>Local Funds</b> | <b>Attendance reports</b> | <b>Awards annually</b>  | <b>PEIMS attendance report</b> |                    |
| <b>5.2 Notify parents of absences and tardies.</b>                              | <b>Principal</b>          | <b>Local Funds</b> | <b>Attendance data</b>    | <b>As needed</b>        | <b>PEIMS attendance report</b> | <b>Component 6</b> |
| <b>5.3 Provide ISS and continue an Assertive Discipline Plan.</b>               | <b>Principal</b>          | <b>Local Funds</b> | <b>Attendance data</b>    | <b>ISS per incident</b> | <b>PEIMS attendance report</b> |                    |

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Goal 6: FIS will improve parental and community involvement.

**Objective:**

- **Improve school, parent and community involvement and communication**

| Strategy  | Person(s) Responsible                                       | Resources                | Formative Evaluation   | Timeline                | Summative Evaluation                               | Component   |
|---|---|--------------------------|--|-------------------------|--|-------------|
| 6.1 Provide basic computer classes for community.   | Tech. director  | Local funds              | Number of community persons enrolled for classes               | Spring and summer 2012  | Number of persons who attended classes             | Component 6 |
| 6.2 Conduct opportunities for parent involvement - Meet the Teacher Night, Parent individual conferences, Bain-Honaker day, Field Day, Field Trips. | Principal<br>Teachers                                       | Local Funds              | Teacher sign in sheets<br>Lesson plans                         | August 2011 – June 2012 | Teacher sign in sheets<br>Lesson plans             | Component 6 |
| 6.3 Maintain participation in the community activities.   | Superintendent<br>Counselors;<br>Administrators<br>Teachers | Local funds              | Old Time Saturday, Chamber of Commerce Activities              | As Scheduled            | Number of participants in community projects       | Component 6 |
| 6.4 Provide calendar, memos, & newsletters regarding school events in English and Spanish.  | Parent Involvement Coordinator<br>Office<br>Personnel       | Local Funds              | Number of items sent home.                                     | On going-per event      | Number of participants in the different programs   | Component 6 |
| 6.5 Conduct PTO meetings.   | PTO officers  | Local Funds<br>PTO Funds | PTO memberships and record of meetings                         | Monthly                 | PTO memberships and record of meetings             | Component 6 |
| 6.6 Provide progress reports, report cards, assignment sheets, and memos regarding classroom instruction.   | Teachers<br>Principal                                       | Local Funds              | Progress Reports<br>Report Cards<br>Returned Assignment Sheets | 3 weeks<br>6 weeks      | Phone logs<br>Increased involvement and awareness. | Component 6 |

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| Strategy  | Person(s) Responsible  | Resources            | Formative Evaluation                                      | Timeline                          | Summative Evaluation   | Component            |
|---|--|----------------------|---|-----------------------------------|--|----------------------|
| <b>6.7 Provide parental access for Texas Connect parent portal.</b>   | <b>Principal<br/>Tech. Director<br/>Teachers</b>                       | <b>Local funds</b>   | <b>Parent use of Grade book program</b>                   | <b>On-going</b>                   | <b>Parental support</b>  | <b>Component 6</b>   |
| <b>6.8 Provide home use of Math Facts in a Flash and Study Island.</b>  | <b>Principal<br/>Teachers</b>  | <b>Local Funds</b>   | <b>Assessments taken in school.</b>                       | <b>On-going</b>                   | <b>Student record of use</b>   | <b>Component 6,9</b> |
| <b>6.9 Provide opportunities for High School Child Development Class to observe in class.</b>   | <b>Principal<br/>Child Development Teacher,<br/>Classroom Teachers</b> | <b>Local Funds</b>   | <b>Students evaluations</b>                               | <b>Fall and Spring 2011-2012</b>  | <b>Child Development Class Grade</b>                                 |                      |
| <b>6.10 Implement activities to increase parent involvement in school Environment – i.e. Donuts for Dad, Grandparents Day, Muffins for Mom, Music Programs.</b> | <b>Campus Administrators;<br/>PTO Officers</b>                         | <b>PTO Funds</b>     | <b>PTO membership; Newspaper articles; Sign-in Sheets</b> | <b>Fall 2011;<br/>Spring 2012</b> | <b>Increased PTO memberships;<br/>Increase in parent involvement</b> | <b>Component 6</b>   |
| <b>6.11 Continue to stay in constant contact with parents regarding their child's education.</b>  | <b>Teachers</b>  | <b>Local Funds</b>   | <b>Parent Conferences<br/>Phone Calls</b>                 | <b>As needed</b>                  | <b>Phone logs<br/>Increased awareness</b>                            | <b>Component 6</b>   |
| <b>6.12 Parent volunteer program (including bilingual help)</b>   | <b>PTO</b>   | <b>PTO Donations</b> | <b>Record of volunteer activity</b>                       | <b>As needed</b>                  | <b>Sign in log</b>   | <b>Component 6</b>   |
| <b>6.13 Provide cultural awareness by observing Hispanic History Month, Black History Month, Cinco de Mayo, etc.</b>  | <b>Teachers<br/>Principal</b>  | <b>Local Funds</b>   | <b>Lesson Plans<br/>Record of activity</b>                | <b>On-going</b>                   | <b>Lesson Plans<br/>Record of activity</b>                           |                      |
| <b>6.14 Participate in community projects with local businesses.</b>  | <b>Principal<br/>Teachers</b>  | <b>Local Funds</b>   | <b>Record of Activities</b>                               | <b>On-going</b>                   | <b>Newspaper Articles<br/>Record of Activities</b>                   | <b>Component 6</b>   |

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Addendum A  
Title I Criteria

**Student eligibility for participation is evaluated by the Title I teacher.**

**Needs assessment includes:**

- 1. 2011 TAKS scores**
  - **Students who answer less than 75 percent of the reading questions correctly.**
  - **Students who answer less than 75 percent of the math questions correctly.**
- 2. Classroom reading test (TPRI)**
  - **Students who score lower than 75% on grade level.**
- 3. Teacher recommendation**
- 4. Benchmark tests**

**Students who score less than the panel recommendation percentage for TAKS.**

**Students must meet 2 of the 4 criteria to be placed in the Title 1 program.**

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Addendum B  
At-Risk Criteria

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in pre-kindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or

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- 13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.**